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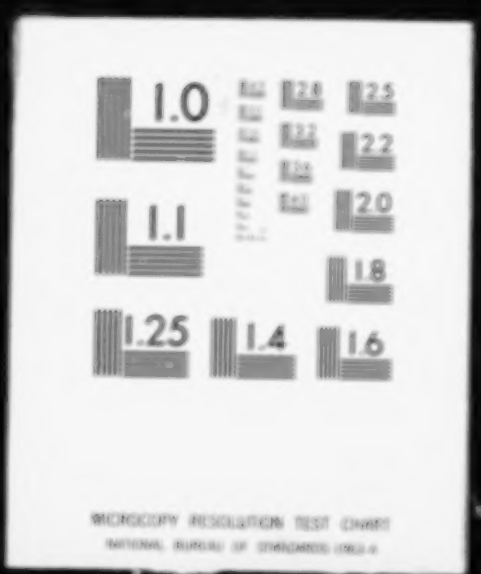

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ABSTRACT

Seventeen recommendations by the Education Task Force for the improvement of education for the Spanish speaking are given. These recommendations were made to the President and to departments which provide programs and services for the Spanish speaking. The recommendations pertain to funding applications, job specifications, teacher education, supplemental and supporting services, special programs, career education, elementary and secondary education, adult education, the needs of higher education, and community and junior colleges. Two of the recommendations are to: (1) ensure participation of Spanish speaking individuals in development of guidelines for programs which affect the educational attainment of their communities and (2) intensify the efforts of the Commission on Civil Rights to insure equal educational opportunities for the Spanish speaking. The report also discusses the status of Federal programs, commenting on: the lack of specific goals and objectives; the lack of Spanish speaking in leadership positions; rules and regulations; proposal requests; panels; and prime contractors for Federal government operations. (NQ)

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TASK FORCE ON EDUCATION

Cabinet Committee On

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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Opportunities For Spanish Speaking People

FISCAL YEAR 1971

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CABINET COMMITTEE ON OPPORTUNITY
FOR THE SPANISH SPEAKING

Task Force
Education

June 21-25, 1971
Washington, D.C.

INTRODUCTION

America is a hemisphere not only in the geographic sense but it is also a hemisphere bound both physically and fraternally as miles shrink and cultural borders become less visible due to instant communication of all types. Moreover, the United States is now the fifth largest Spanish-speaking country in the world, surpassed only by Mexico, Argentina, Columbia, and Spain.

Of the approximately 422 million people in the Western hemisphere, 224 million speak English; 180 million speak Spanish. It is projected that within twenty-five years the Spanish-speaking population will out-number the English-speaking population.

Focusing a little closer, there are approximately 12.5 million Spanish-surnamed people in the United States. These Spanish speakers in the United States should be perceived as a resource that can be used within the family of nations to which it is most closely allied. This resource, if it is to be useful in our international purposes, will have to be nurtured in a significantly different way than it has in the past. The educational neglect of this resource exceeds the neglect which ecologists are now attributing to our environment. The following tragic statistics support the neglect cited above:

- The average educational achievement of Spanish-speaking adults in the United States is 8.2 years, 2 years below the educational attainment of the average black citizen and four years below that of the Anglo-American.
- Of the approximate 125,000 school board members in the United States less than 300 are Spanish speaking.
- Of the approximate 26,000 superintendents, less than 30 are Spanish speaking.
- Of the approximate 2,250,000 teachers in the United States, less than 12,000 are Spanish speaking.
- The Office of Spanish Speaking Affairs has been able to identify only 200 Spanish-speaking doctorates in the United States.
- Of the approximate 5 million Spanish-speaking students in the United States schools, the average Spanish-speaking pupil is from 2.0 to 2.5 years behind his non-Spanish-speaking counterpart. This statistic becomes more alarming when one recalls that a disproportionate number of Spanish-speaking who have been shunted into special education programs are not included in this statistic.

- Specific dropout statistics are not known but a conservative estimate sets the number of Spanish speaking dropouts at twice the national average.

- Within the Office of Education, if one includes all employees, clerical and professional totaling 2,800, one identifies only 46 Spanish speaking. Only one is at a position close to the decision making level.

- There are no universities dedicated exclusively to the development of Spanish speaking leadership.

- Although Spanish speaking students make up more than 14 percent of the public school population of California, less than one-half of one percent of the college students enrolled in the seven campuses of the University of California is of this group.

- There are no Office of Education programs specifically directed to the educational needs of the Spanish speaking in spite of a Presidential Memorandum of November 5, 1970.

The most current information available on the Spanish speaking is that produced by the United States Commission on Civil Rights (USCCR), Mexican American Education Study, Report No. I, dated April 1971. This study points up another acute deprivation affecting not only the Spanish speaking, but just as importantly the majority community. It found that the extent of segregation in the schools of the five Southwestern states studied has carried over into all aspects of life, resulting in a segregated society which is described as a "caste-like structure in which Anglos have always been on top of the hierarchy and the Spanish speaking isolated on the bottom." As late as the 1930s, school districts justified segregating Mexican-American pupils from Anglos by asserting that the association was undesirable from the Anglo's viewpoint or that separation was to the advantage of the Mexican-American. The implication that segregated schools have produced a segregated society is serious enough. When we add to this the fact that the separate schools have been anything but equal, the situation is even more serious. Although the USCCR reports on reading achievement, attrition, conditions of facilities, qualifications of staff, educational finance, and other matters not yet available, the shocking results that success in school is correlated with ethnicity will come as no suprise.

It was pointed out in 1968 by the National Advisory Committee on Mexican American Education, in its report entitled *The Mexican-American Quest for Equality*, that "failure to provide education to hundreds of thousands of people whose cultural heritage is 'different' has resulted in shameful waste of human resources." Today's current and also late-coming concern with ecology, environment, and geographic diversity is fully justified. This country has squandered and wounded its geographic resources. The educational statistics cited in every report to date provide devastating testimony to the fact that we are also squandering our human resources.

The practice of cultural genocide mst be stopped. A pluralistic society is in the interest of our country. The "America—love it or leave it" crowd must be convinced that true

patriotism might better be reflected in the statement "America: if you love it, let's help make it better!"

Further, the utilization of a monolithic curriculum, as practiced in the United States, is based on the mistaken belief that humans can be homogenized like milk or mass-produced like appliances. Even if the premise were true, it would be contrary to individual development and to the needs of the nation, which are extremely diverse. As the statistics support, this curriculum has never had applicability to the Spanish-speaking student. It is now even being questioned by the Anglo society itself. To continue to impose the traditional curriculum on a people for whom it was not designed is the height of folly. Dr. Sabino Ulibarri stated it well at the Inter Agency for Mexican American Affairs Hearings in El Paso in 1967, "The Spanish speaking make good soldiers, responsible taxpayers, in every way good citizens, but they make lousy Anglos."

STATUS OF FEDERAL PROGRAMS

Lack of Participation

The statements listed below pertain to various aspects of the federal government operations directly affecting the Spanish speaking of our country. These statements are directed to those units of government* which are entrusted with guaranteeing the opportunity for equality for all citizens including the Spanish speaking throughout the United States and its territories.

Lack of Specific Goals and Objectives

Viable goals and objectives which consider the needs of the Spanish speaking are totally lacking in the federal government priorities and mandates as announced by the Commissioner pf Education. There is not much evidence of programs specifically designed for the Spanish speaking. This can only be viewed as an indication of prescience on the part of the present leadership in the United States Office of Education (USOE), since they need not consult with the Spanish-speaking. General philosophical utterances will not suffice to prevent or cure the ills inflicted upon the Spanish speaking.

We see no real attempt to aid this particular population. Press releases showering complimentary wordage from the misinformed do nothing to alleviate the problems. High sounding comments, calculated to appease cannot fill the void of neglect and avoidance by authorities in various governmental units, and the USOE in particular. Until those who are responsible and accountable in the USOE are willing to admit failure in meeting the unique needs of the Spanish speaking, no change will occur regardless of active press agentry.

*OEO, HEW, DOL, USCCR, Department of Justice, etc.

Absence of Leadership Positions

The appointments of Spanish-speaking persons to policy level positions is a late development considering the historical fact that the first settlement in the United States was of Spanish-speaking origin. This Task Force is aware that few Spanish speaking enjoy any degree of status employment in Washington or any regional office. One lonely appointment at Commissioner level status is not enough, and hopefully it represents a beginning which must be followed by further appointments within the next six months.

Panels of Experts: Readers and Review Team

In order to ensure that the Spanish speaking are heard on all matters and activities which will eventually include Spanish speaking, present practices must be changed with regard to panels, readers, and review teams. To effect this correction, the involvement of the Spanish speaking is essential at the initial stage of development.

The gathering of informed persons to read and review proposals or applications is certainly not a new trend in government. This has been a common method of obtaining opinions from the field on particular subjects or areas of promotion. Unfortunately, this has not been the mode-of-operation regarding programs for the Spanish speaking. In fact, very few individuals have been sought who reflect and actually represent the Spanish-speaking community. Usually, favored and instant Spanish-speaking people are involved regardless of the topic itself.

Rules and Regulations

Few people who attempt to promote programs are acquainted with legislation but read carefully guidelines which are to be followed by State Education Agencies and Local Education Agencies. Normally, rules and regulations are considered law in the field. Very few question them once they are sent out of USOE. Any program which will at any stage include services to Spanish speaking must always ensure input from Spanish-speaking persons during the writing of rules and regulations from the inception. Real participation is required in order to hear recommendations.

Requests for Proposals

Solicitation of RFP's from Spanish-speaking organizations or agencies is almost nonexistent. Unless USOE are personally familiar with a possible group interested in submitting RFP's, no action is directed to assuring that Spanish-speaking groups are informed and encouraged. Failure to actively contact, inform, and provide a wide-scale information about RFP's is inexcusable. RFP activity must include provisions by which Spanish-speaking submissions are encouraged and sought.

Prime Contractor

The knowledge of how prime contractors are approached and agreements reached has failed to touch Spanish-speaking groups. There is no reason why the official

announcement of projects related to programs for Spanish speaking cannot be channeled to prime contractors of the Spanish-speaking community.

FUNDING APPLICATION PROCEDURES

The lack of trained and experienced personnel in thousands of schools and districts in the United States has played havoc upon the preparation of well-written applications for federal funding of needed programs for the Spanish speaking. The traditional requirement of USOE to insist upon voluminous paper submissions has discouraged those whom USOE professes to assist. Clever, agile, ever prodding project writers who are employed to secure project approvals for large or wealthy school districts do a fantastic business. Only *they* understand the maneuvers and complexities of "Boston Lawyer"-written congressional acts and manuals flowing out of USOE.

Small and poor districts cannot compete even though service centers exist. Yet, they are the ones that desperately require the aid which is sought but cannot hire high-priced staff or consultants. Whatever can be done to relieve understaffed districts to service the paper war by USOE must be done. A suggestion which could assist is that of only requiring a three-page informal proposal in response to a funded program available from any district regardless of size or wealth.

CIVIL RIGHTS COMPLIANCE

Reports, written and oral, presented by USOE and other government unit staff, have amply illustrated the conviction that even those federal governmental bodies who cry out for ethnic social compliance are guilty of the same curse. They crucify local units of government and others engaged in public affairs. There exists doubt that even the immensely revered Commission on Civil Rights is truly integrated and that perhaps that same agency is in violation of its own official mandates. The HEW's Civil Rights unit seems to do better in this respect. There seem to be violations throughout the USOE and certainly other government offices, which unfortunately fall into the category of compliance violation. Ratios discovered by this Task Force indicate that while voices are raised as to the situations in various regions of our nation, there is no apparent concerted effort to correct the ratios among line and staff personnel of USOE. The mere recognition that the United States Commission on Civil Rights is sperately negligent in this aspect promotes the feeling that units created to safeguard ratios and avoid imbalances are indeed not functioning under a credible atmosphere. This very knowledge leads those in the field to arrive at the conclusion that it is but mockery and another example of WASP-felt superiority—a concept indelible upon millions of the ethnic and other minorities, proof to them of institutional racism.

DELIVERY SYSTEM DESIGN

To most school personnel, and particularly classroom teachers, how the delivery system operates is actually an unknown quantity—a void. The typical teacher and, many times, school system administrators do not understand the intricacies of the system that provides them with services and commodities to reach their students.

Unless one has been engulfed in and by the delivery system, one cannot really understand it. Yet, there is a definable delivery design which operates and self-propels. The accountability factor of USOE operations, limited though it is to adequately inform the Spanish-speaking citizenry of the system, is most critical and a major criterion by Spanish speaking for evaluating credibility of USOE.

No wonder community spokesmen cannot determine who is really accountable! Information as to when a program starts and proceeds is seldom available. We will not fully realize the chain of command or "Who's on first" until USOE creates a model of the process that takes place at a given time for a certain program. Why a sample master delivery design has not been fully explained to the public is an indictment of our federal authorities. The involvement of Spanish speaking in drafting such a document is again a necessity; this process is not now shared. Thus, once this is made known, "buck passing" will not be possible, at least to the same extent. The creativity of USOE is tremendous. The ability to present in conceptual form is readily found. But it will only serve its purpose if shown in plain language without the "Wordage" so prevalent and used to disguise, if not shelter, the facts. Until this system is known by the field, especially by Spanish speaking, thousands upon thousands of people will continue to revolve about with no satisfactory conclusions. What is required is clear program information in graphic style that will enable the citizenry to see the stages of development of any program and to pinpoint where it is and to ascertain who is accountable for it. Furthermore, it is essential to determine what are the succeeding steps that must be accomplished and the alternatives available for decision-makers to consider and the consequences of each action. The successive steps of those who are actually responsible—therefore, "accountable"—and which could be linked to USOE as the originating body—must be clearly outlined. To repeat, unless these concepts are translated into action, the establishment will continue to receive the criticism it deserves by not providing the design promoted by this Task Force. To neglect this recommendation is again evidence of disregard and negative empathy for the needs of the Spanish speaking of the United States.

SUPPLEMENTAL AND SUPPORTING SERVICES

In behalf of this Task Force, to enable the preceding elements to successfully transpire, there exists the need for the following:

1. *Coordinating unit for the Spanish speaking.* Unless some officially constituted body is given the authority to investigate and "fact find," no change or progress can occur. A unit with "teeth" and authority must be established to secure compliance in many ways to this position paper. Actually, a private or quasi-public body could take on this chore so that it would be free and clear from bureaucracy syndrome faults.

2. *Skills Banks.* A concentrated retrieval system must be made operational which corrals all known personnel data on Spanish speaking. Crucial is the ability to print out listings immune from political intrigue and from personal vendettas. Once a request is made for a Spanish-speaking list, the

submission must be impartial and representative, yet of a sufficient number to allow the appointing powers full latitude of choice. Persons not chosen ought to become, not rejects but potential candidates, depending upon personal attributes at the next calling.

JOB SPECIFICATIONS

There cannot be equity for people who are Spanish speaking and wish to serve Spanish-speaking causes unless the opportunity is available for serious consideration. When a program is initiated, and also with current ones, job specifications must include preference for persons with the language ability and cultural awareness necessary to the programs. Not to do this is a denial of the qualified and negates equality in employment opportunity. The Civil Service Commission must ensure this input at all times. USOE officials must demand and ensure that this procedure is honored. Qualifications based on the needs of the programs will open avenues, once deemed closed, without lessening or lowering standards for employment. This action, in reality, is an *elevation* of minimum standards. To overlook this criterion is only, once more, evidence of noncompliance with a doctrine to resolve adequate representation of the Spanish-speaking population and perpetuates the indefensible pseudo-Spanish-speaking element who pass for same for self-gratifying reasons.

TEACHER EDUCATION

The right to pursue happiness as "an inalienable right" implies to us that citizens are entitled to preserve their cultural heritage without jeopardizing their claim to economic, political, or social equality.

The school exists as an agency of our democratic society to facilitate the maximum self-fulfillment of an individual's capabilities and his becoming a contributor and receptor of that society's well-being.

When, in the distant past, the American school was used as an instrument to mold the behavior patterns of European immigrants to conform to the American Melting Pot, the immigrants were eager to comply in order to enjoy the benefits of this land of opportunity.

In the recent past, the same approach in essence is reflected in federal programs designed to "homogenize" the forgotten Americans, be they Indian, black, Appalachian, or Spanish speaking. Such programs as Compensatory Education, Right to Read, Bilingual Education, and Vocational Education appear to be designed to mold the children of these American D.P.'s to fit a pattern that has been predetermined as appropriate by the dominating majority.

Proper staffing of schools must be assigned the highest priority if the school is to facilitate the preservation of inherited cultural values and it is to facilitate the development of the concepts, attitudes, and skills needed in our society. Improvements in educational practices can begin only as there is improvement in the personal and professional characteristics of educational personnel.

When one identifies the child from the Spanish-speaking home as one with unique needs and unique resources, it can be said that he needs teachers possessing all the normal competencies needed to teach children of any origin. But, in addition, these teachers must have further specialization to deal with the cultural heritage and, where applicable, with disadvantaged circumstances.

All teachers for the Spanish speaking should be proficient in diagnosis of learning, personalized instruction, interaction analysis, group dynamics, action research, and inquiry processes. The schools should utilize the most advanced concepts of the open school curriculum, multidisciplinary approaches, nongraded continuous progress, differentiated roles in staffing, and community involvement. The school should help the child understand and become involved in decision making in his world.

Federal programs designed to transport Spanish-speaking children into full participation need to establish criteria to be met by the staffs of these schools. The responsibility for preparation and upgrading of teachers is a task that must be cooperatively shared by schools and universities both at the pre-service and in-service levels.

Greater effort needs to be made to guarantee that federal funds are allocated for the training of Spanish teachers to teach Spanish-speaking students if teachers are to influence educational improvement and become agents of change.

Finally, and most critically, the Spanish-speaking community must be involved in assessing the quality of the staff provided, at local school level, not only for professional competence, but for sensitivity to the unique needs and requirements that accrue to education of Spanish-speaking children.

SPECIAL PROGRAMS

For the future of programs such as COP, Teacher Corps, Title VII, guidelines should specifiy that programs that are directed toward the Spanish speaking must provide for involvement of Spanish-speaking persons in the initial planning and implementation of such programs. It is essential to the success of programs that those persons to be affected by involved in all phases of such programs so as to become more knowledgable with the types of managerial and directive skills represented.

Reevaluation of the criteria used for selection of participants for Teacher Corps should be made to determine if this program is benefiting the Spanish speaking.

Proposals that are presently being submitted by universities, regional centers, and public schools for the training of Spanish-speaking personnel, before contract award, should be screened for clear determination that the organizations involved are not insensitive to or ignorant of the needs of the Spanish speaking.

CAREER EDUCATION

Career education offers no panacea in resolving the educational needs of Spanish-speaking students; however, it is an important alternative for the Spanish-speaking student and can serve a dual purpose:

1) It provides immediate preparation of the Spanish-speaking student whose primary objective is not higher education, but whose economic status compels him to acquire a productive skill.

2) Provides a short-range preparation for the student whose goal is higher education but whose goal may be temporarily delayed because of economic factors.

For career education viewed in this context, the following recommendations are made:

1. That pre-career experience and exposure be provided at the elementary school level for those wishing it.

2. That the career education programs be designed to meet the needs and skills of the Spanish-speaking students.

3. That teachers and counselors be selected who are sensitive to the needs and skills of the Spanish-speaking students.

4. That a comprehensive curriculum be implemented which is in tune with the needs of modern-day technology and business practices.

5. That an adequate "on-going," "on-the-job" training program be directed to obtain the immediate placement of the Spanish speaking in the mainstream of today's business world.

The above-mentioned recommendations should be implemented by reiterating the level of funding for career education and by removing inter-agency bureaucratic barriers to allow pooling of resources from OE, DOL, OEO.

ELEMENTARY AND SECONDARY EDUCATION

In the spectrum of critical problems which face the Spanish-speaking community, opportunity for receiving quality education is paramount, particularly when one looks to the future. In the same sense, our little children, teenagers, and young adults represent the hopes and expectations of the community in achieving parity in opportunities as available to society in the United States of America. This section of our Task Force report could be the longest and most detailed in outlining how the community views the quality of education its children are receiving and how lacking is the total process in providing commensurate attention to unique needs as opposed to the resources being made available at all governmental levels.

Reams of statistical data and report after report, beginning most significantly with that of Dr. Coleman, have bombarded the Office of Education in recent years accurately and extensively documenting the inexcusable lack of educational attainment in the Spanish-speaking community. Certainly there have been resources applied to the

problem out of the lumping approach of Compensatory Education or the pitifully insufficient Title VII program. Universities, foundations, and other well-meaning organizations have studied and restudied the depth of the problem and Spanish-speaking children have served as guinea pigs for innumerable materials and curriculum development ventures. The sad fact remains that there has been no significant in-road into the heart of the problem, and the latest reports and studies reveal few figures or conclusions which were not previously known to the Office of Education. The sociologists and the psychometrists and the professional non-classroom educators continue to acquire more advanced degrees and more study contracts, and the children still go back to their homes two to three years behind their Anglo peers and contributing to a shameful dropout rate at secondary level.

Rather than reiterate in this report more statistics and more figures to exercise the academic community, this Task Force strongly urges the President of the United States, those responsible members of his Cabinet, and the supposedly accountable civil servants in appropriate federal agencies to do the following:

1. Institute an immediate and massive cooperative effort, with Executive Department attention, to assess with great specificity the number of dollars presently being spent and programmed to be spent for specific solution to the lack of educational attainment of Spanish-speaking young people below college age. Concurrently, analyze and collect an authoritative picture of all federally-supported programs, program designs, and studies which are ongoing and theoretically are aimed at improvement of education of Spanish-speaking children in elementary and secondary schools.

2. Create an emergency management and technical task force, similar to the Ash government reorganization group, which will be charged to deliver to the President, within 90 days, a program design to begin delivery of quality education and establish parity within 8 to 10 years in educational attainment of Spanish-speaking children with national norms. This design sould be based primarily on compilation and review of all previous statistics and available reports rather than becoming another massive study effort.

3. Based on the expenditures and program analysis of (1) above and the requirements for program implementation as determined by the Emergency Task Force, allocate, at the highest priority in the national budget, enough funding to handle the negative differential which will accrue.

4. Initiate action, through a Presidential request to the Congress, for new legislation which might be called "The Spanish-Speaking Education Act of 1971," which would incorporate provisions and funding from existing programs in which Spanish speaking share but, in particular, encompass those new provisions and improvements which will assure appropriate educational attainment at elementary and secondary school level for Spanish-speaking young people.

So that the message is clear on this painful subject.

a) Elementary and secondary education for Spanish-speaking young people is a failure in the United States.

b) Only a specific, concerted, and integrated thrust on the part of the federal government, led by the President, can drive towards problem solution.

c) Massive funding and sophisticated program management and design, with significant involvement of Spanish-speaking people, is absolutely essential to success.

HIGHER EDUCATION NEEDS AND RECOMMENDATIONS

The Spanish speaking have vital needs in the area of higher education. Here are some hard facts:

- Not one single institution of higher education is currently devoted to the needs of or controlled by the Spanish-speaking community.
- There is no research by higher education on the status of the Spanish speaking as a result of institutional purpose; rather, it has been by individual professional interest.
- Statistics point out that in four-year institutions there exist worse enrollment statistics for Spanish speaking than at the public school level.

The following table points out the sharp drop in enrollment of Spanish speaking from high school to college level.

Undergraduate Enrollment by Ethnic Group in
Federally-Funded Institutions of Higher Education

State	No. of Spanish Surnamed Enrolled	% Spanish Surnamed Enrolled	Total Enrolled	% Spanish Surnamed Enrollment in Public Schools
Arizona	3,565	7.0	51,900	19.6
California	32,000	5.5	576,000	17.0
Colorado	2,700	3.7	72,000	13.7
New Mexico	5,000	17.7	28,000	38.0
Texas	21,000	7.4	284,800	20.0
New York	5,000	1.4	366,300	

Unpublished monograph, Fall 1968, Office of Civil Rights, HEW, Ruth E. McVay.

Until 1970 there were no specific programs to train teachers for the Spanish speaking. Current programs are token efforts funded by Career Opportunity Programs or Title

VII, and these are not exclusively for the Spanish speaking. Indeed, available statistics show less than 12 percent of the 7,642 total involved in COP are Spanish speaking. The number of Spanish-speaking doctorates is the real shame of the educational system. There are less than 300 (est.) nationwide.

Recommendations

1. Massive federal funds should be appropriated to higher education earmarked for Spanish-speaking leadership development:

   a) Creation of universities for Spanish speaking. The precedent has already been established by channeling funds specifically to existing or new Black universities.

   b) Money directed to higher education but controlled by Spanish-speaking regents, administration, faculty, and students.

   c) Money directed to institutions of higher learning which have an established history of serving and involving the Spanish-speaking communities.

   The Secretary has complete freedom of choice among the above-mentioned alternatives since none of them are currently being pursued.

2. Federally-funded teacher education programs designed to produce Spanish-speaking teachers to serve as role models in predominantly Spanish-speaking schools and also in Anglo-dominated schools. Faculty status should be assured to a Spanish-speaking director in such programs. There is no over-supply of Spanish-speaking teachers.

3. Graduate school aid to produce credentialed doctorates and functional Spanish-speaking leaders to take positions in the Office of Education, state education agencies, superintendentships, and college faculties.

COMMUNITY AND JUNIOR COLLEGE

Needs and Recommendations

The new direction which the community and junior college movement is taking, admittedly in pitifully few states at this time, can contribute immeasurably to increasing educational opportunity for the Spanish speaking if state leadership and federal support are forthcoming. This new movement which advocates the open door policy, provides more educational options than traditional institutions, and puts education beyond the high school within the price range of more Spanish speaking is crucial in changing the shocking statistics of educational neglect.

Enrollment statistics by ethnic breakdown are not available, but in Los Angeles one community college reportedly has one-third Spanish speaking enrolled, which proves

that, if educational opportunities are accessible both physically and financially, the Spanish speaking will avail themselves of this opportunity. Unfortunately, it is only in California and Florida and, to some degree, Colorado and Arizona, that significant progress is being made in building and strengthening community colleges. Today, no community college is designed for or controlled by the Spanish speaking.

The USOE must be instrumental in increasing opportunities for the Spanish speaking at the community college level. A 1971 publication giving population characteristics points up the fact that the median age among persons of Spanish-speaking origin is 19.9 years, as compared to the 28.0 median age of the total population. The same report points out that about 47 percent of the Spanish speaking are under 18 years of age, which is 10 percent higher than the total population. Most statistics point out that over the next decade there will be a great demand for community colleges.

Federal assistance for students as well as for institutions must be made available to a much greater degree than has been done in the past to make community college opportunities available to the growing number of persons 18 to 25 years of age.

While federal monies have been available to all institutions of higher learning, there has existed senior college and university bias which has limited the participation of two-year institutions. Specifically, federal programs should be aimed at encouraging the growth and development of more community colleges by increasing the "set asides" for construction grants legislation under the Higher Education Facilities Act. The present 24 percent is far out of date as is the 23 percent of monies set aside for Strengthening Developing Institutions. Both figures should be doubled in order to make any impact whatsoever. This support will serve to encourage the strong and much-needed state pledging to assure that community colleges are located where more students can participate. The uneven distribution and poorly located institutions rule out the participation of many Spanish speaking.

ADULT EDUCATION

Educational programs for adults are considered as important as education for children and youth. If Spanish-speaking children are to compete with their English-speaking peers, Spanish-speaking parents must be prepared to help their offspring in the same manner as the English speaking help theirs.

There needs to be a great expansion in programs that provide adults with intensive courses in English. This new knowledge of the English language will enable Spanish-speaking adults to participate more fully in community affairs, improve employment opportunities, vote knowledgably, and, above all, better assist their children in achieving progress in school.

Programs in this general area of language training are often piecemeal courses offered at night, with a second-class approach as to facilities and personnel. What could be a better way to atone for the neglect of years through inadequate overall education of the Spanish speaking than to set up a massive federal effort to repair the damage of low

adult educational attainment? Such an effort must be instituted on a carefully structured basis, with proper teacher development, provisions for both day and night courses, child care service to free parents for classes, etc. The main import of this recommended program is not to compete with or represent the Basic Education approach. This effort is not a work preparation activity but, rather, an educational upgrading with emphasis on English, government, provision of information on agencies and organizations which impact the community and society in general, and such other educational choices as will support individual needs.

SUMMARY OF RECOMMENDATIONS

The following summary of Education Task Force recommendations is directed specifically to the President and to those Cabinet Members whose Departments are charged with providing programs and services for education of American citizens:

1. With Presidential authority, create an Emergency Management and Technical Task Force of the stature of the Ash government reorganization group to develop in 90 days a plan and a program design for massive federal attention to Spanish-speaking educational needs, particularly at elementary and secondary level.

2. Let the President and the Secretary of HEW direct the Office of Education to establish and prosecute specific goals and objectives of highest priority for contributing to the correction of past neglect in providing quality education for Spanish-speaking young people and adults.

3. Create specific goals and a program plan with implementation milestones for installing Spanish-speaking professionals at policy and decision-making levels in all areas of government where decisions are made which affect the planning, extent of and quality of educational programs for Spanish-speaking people.

4. Issue directives to all government agencies involved in procurement for program implementation, studies, and research affecting Spanish-speaking people, which will ensure their participation in proposal and application review and approval.

5. Ensure participation of Spanish-speaking individuals in development of guidelines for all programs which affect the educational attainment of the Spanish-speaking community.

6. Issue specific directives to cognizant agencies that will ensure commensurate participation of qualified Spanish-speaking organizations or firms in competitive bidding for government-funded program implementation, studies, and research affecting the education of the Spanish-speaking community.

7. Charge specific agencies in government to assure dissemination to all elements of the Spanish-speaking community of necessary and critical information on what educational programs are available and how participation in such programs can take place at local level.

8. Simplify application procedures and provide technical assistance for small and/or poor school districts across the nation with significant Spanish-speaking constituency to ensure their participation in federally-funded educational programs.

9. Intensify the efforts of the Commission on Civil Rights to assure equality of opportunity in education for the Spanish-speaking community.

10. Develop a specific program for disseminating knowledge to parents, teachers, and other interested members of the Spanish-speaking community on how the educational delivery system is designed and operates at all points between the collection of taxes and the receipt of instruction. Acquaint this same constituency with the on-going procedures for accountability and ensure their participation in that process.

11. Establish a permanent government sponsored body with strength and authority to monitor and report to the Executive Department on the progress of educational activity for the Spanish speaking.

12. Establish Spanish-speaking skills banks and ensure inclusion in job specifications for all relevant activity, which guarantee direct involvement of Spanish-speaking personnel in all educational activities which are federally funded.

13. Establish a specific program for the immediate development and training of enough bilingual/bicultural teachers and administrators to adequately staff educational programs for the Spanish speaking required to solve this massive problem over the next 8 to 10 years. It is estimated that between 150,000 and 200,000 individuals will be required over this period.

14. Evaluate on a concerted basis all programs allegedly serving the Spanish speaking in career education, vocational education, and basic education, and ensure that such programs are being conducted on a coordinated basis with true focus on the needs of the Spanish speaking and with appropriate involvement of individuals from the community in all aspects.

15. Provide massive attention to the pitiful lack of participation of Spanish-speaking young people in higher education, with particular emphasis on economic assistance, specificity of programs such as being implemented for Black colleges, participation of Spanish-speaking personnel in program administration, and development of postgraduate participation up to and including the doctorate level.

16. Encourage and amplify the development of community colleges to serve Spanish-speaking youth across the nation, and ensure adequate federal assistance to State and local governments to greatly enlarge this valuable educational approach.

17. With Presidential initiative, develop and prosecute a strong and unyielding effort on the part of the federal government to assist, encourage, and, indeed, demand of the States comparable attention to and funding participation by that governmental level to the educational needs of Spanish-speaking youth.